

2018-2019

EPP Performance Report

Teachers of Tomorrow



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

North Carolina Teachers of Tomorrow is a streamlined alternative educator preparation program designed to recruit outstanding candidates and offer the most effective route to the classroom. We are committed to setting the benchmark in our industry for performance, customer value, and organizational responsibility. Our goal is to provide candidates with a thorough, affordable option of professional preparation while providing the state of North Carolina with quality educators who are prepared and ready for the rigors of education in the 21st century. North Carolina Teachers of Tomorrow's program is delivered in an asynchronous, fully online environment, allowing candidates to receive professional licensure training at times that are convenient to the candidate and respectful of their personal responsibilities.

Founded in 2005, we are committed to developing the highest quality educators who positively impact their school and community. Texas Teachers of Tomorrow, the parent company of North Carolina Teachers, is the leading Alternative Certification Program (ACP) provider, having certified more than 55,000 teachers in the state since inception, with 7,000 certified and placed in classrooms last year alone. Since launching state expansion in 2016, we have received approval to offer programs in Florida, Nevada, Indiana, South Carolina, Michigan, and Arizona.

With our mission for continual growth and improvement, we have engaged in the accreditation process for both CAEP and AAQEP. We follow the CAEP and AAQEP standards for data collection and analysis, which ensures our company's ability to track and measure the success of our candidates in both short- and long-term points of evaluation for the sake of continuous improvements. We believe in creating and sustaining a culture of evidence in order to best serve the local education agencies, teaching candidates, and students impacted by our educator preparation program.

As a tenet of our company's culture, North Carolina Teachers focuses on integrity, personal excellence, innovation, and service. We continually challenge ourselves to lead our industry by example through our own performance and through our dedication to hard work, accountability, and ethical responsibility to our customers, partners, and other stakeholders.

At North Carolina Teachers of Tomorrow, we are committed to helping our candidates achieve a successful and fulfilling teaching career. We provide continuous individualized service, support, and valuable guidance to ensure they have every opportunity to succeed. We partner with our candidates, hold ourselves accountable, and respect candidate's individual choices throughout the licensure process.

We put our own success on the line – if we create a great partnership with schools and districts and continually provide them the talent they need, they will hire our teachers. We do not get paid unless our teachers get hired. The only way we know to ensure our teachers are hired is to consistently provide well-qualified teachers to districts – teachers in high demand subject areas

who provide the diversity school districts need and are dedicated to student success in their classrooms.

Special Characteristics

North Carolina Teachers of Tomorrow presents a rigorous, research-based pedagogical curriculum designed to prepare aspiring educators in North Carolina for the rigors associated with classrooms in the 21st century. Candidates in our educator preparation program engage in coursework encompassing between 324 and 372 clock hours of professional training aligned to the North Carolina Professional Teaching Standards, the North Carolina Digital Learning Competencies, and the North Carolina Specialty Area Standards. Educational leaders provide the foundation of our curriculum, including the work of Dr. Robert Marzano, Charlotte Danielson, Dr. Madeline Hunter, Dr. Dylan Wiliam, Harry Wong, Dr. Benjamin Bloom, Drs. David and Yvonne Freeman, Dr. Ruby Payne, and Dr. Howard Gardner, among others.

Throughout the curriculum, candidates engage in deep analysis and application of research-based practices in teaching and learning, where candidates must read and respond to articles, videos, and journal entries as well as books by respected authors. Candidates participate in discussions, observations, fieldwork, comprehensive assessments, and projects aligned to state standards and the learning objectives of the course. Using the North Carolina Standard Course of Study as the foundation for all lesson design, delivery, and assessment, candidates learn to understand the format of the standards, how standards are scaffolded to address the development of content, and the rigor of thought required in developing a deep understanding of concepts. The program is delivered in an online, asynchronous format, allowing students to enter the program anytime and work at a pace that best suits their lifestyle and family obligations.

We provide a team of dedicated program advisors and support staff to help develop a personalized success strategy for each candidate. Our program pricing is structured with a low enrollment fee of only and the remaining balance is only due after candidates begin a teaching position with full pay and benefits. Once candidates start teaching, we provide a professional

Field Supervisor to personally guide and support them throughout the first year, ensuring they are prepared for the most rewarding career. An outline of the program and additional details are available online by visiting northcarolinateachers.org.

Program Areas and Levels Offered

ELEMENTARY & MIDDLE GRADES

- Elementary Education (K-6)
- Middle Grades Language Arts
- Middle Grades Math
- Middle Grades Science
- Middle Grades Social Studies

SECONDARY GRADES

- English
- Math
- Comprehensive Science
- Biology
- Chemistry
- Earth Science
- Physics
- Comprehensive Social Studies
- History

EXCEPTIONAL CHILDREN

- Special Education: General Curriculum

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All our teacher candidates participate in a mandatory training course designed to equip them with the skills needed to teach students with disabilities effectively. For students with special needs, participants complete training that is assessed through quizzes and a final examination. This training is entitled "Strategies for Teaching Exceptional Learners". The training includes the study of categories of disabilities, components of an Individual Education Plan, Positive Behavior Intervention Supports, programming and placement, and successful strategies for providing instruction in the least restrictive environment for all students. All candidates are required to submit lesson plans for evaluation that include modifications, accommodations, and intervention opportunities to meet the needs of students with disabilities.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All our teacher candidates participate in a mandatory training course designed to equip them with the skills needed to meet the needs of English Language Learners. The needs of English Language Learners are addressed in a mandatory training entitled "Developing English Language Proficiency". In this training, teacher candidates identify best practices for the acquisition of language, strategies for teaching English language learners, developing effective lesson plans to address the needs of ELL students, and accommodating instruction and developing assessments to meet the needs of the learners. This course also addresses both conversational and academic language and how to develop such language with diverse learners. Different groups of diverse learners are identified, and candidates are taught how to utilize language and content to make academic content comprehensible for all learners. All candidates

are required to submit lesson plans for evaluation that include language modifications and accommodations to meet the needs of English language learners.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Prospective teacher candidates are required to take a training course entitled "Digital Tools in Today's Classroom". This training encompasses the many opportunities teachers have today for accessing and using technology as a tool to increase student understanding and student achievement. Participants must complete both quizzes, projects and a final examination in order to receive credit. Candidates must submit lesson plans that integrate student use of technology in the lessons, following the ISTE standards and are inclusive of assistive technology and ELL supports that utilize technology.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

All prospective teacher candidates are also required to take a training course entitled "Using Data to Inform Instruction". This training provides candidates with an understanding of the role technology plays in the aggregation of data and data analysis. Candidates are provided several groups of data and are expected to create small groups, identify students in need of intervention, and plan differentiated learning experiences. Candidates must submit lesson plans that integrate student use of technology in the lessons, following the ISTE standards and are inclusive of assistive technology and ELL supports for technology. Participants must complete both quizzes, projects and a final examination in order to receive credit for this training as well.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

All candidates seeking elementary education certification are required to successfully complete the course NCTL 403 The Integrated Curriculum. This course teaches participants how to plan cross-curricular units incorporating arts education in core content. Using a multi-disciplinary approach, candidates incorporate cultural arts, drama and music when developing historical concepts, recognizing the importance of culture when learning History and English language arts. Students explore mathematical concepts through the art of M.C. Escher. As students engage in content from various areas, conceptual understanding is developed through the lens of cross-curricular themes.

Explain how your program(s) and unit conduct self-study.

Teachers of Tomorrow is committed to maintaining a culture of continuous growth and improvement built on the systematic collection of evidence-based analysis of data. Our goal is to increase the teacher pipeline of diverse, qualified teachers into the profession by instituting a streamlined and affordable approach to the educator preparation process. We have engaged in the CAEP and AAQEP accreditation process to achieve this goal as we continue to grow, expand into new states, and challenge and improve our processes. We follow their standards for data collection and analysis, which ensures our company's ability to track and measure the success of our candidates in both short and long-term points of evaluation for continuous improvements. We believe in creating and sustaining a culture of evidence in order to best serve the local education agencies, teaching candidates, students, and all other stakeholders impacted by our licensure program.

North Carolina Teachers of Tomorrow collects data on every assessment and project. We have established an initial quarterly review to collect data, analyze data by question, distractor, assessed course and indicator being addressed, and perform psychometric analysis on each assessment.

Field Supervisor observations and recommendations give us insight into how our candidates are performing in the classroom. Principal evaluations and Principal/Field Supervisor conferences offer insight into how our candidates' success is perceived by their employing school. Our Director of Program Supervision speaks with our Field Supervisors continually and reads the observation forms. Areas that are frequently cited trigger a mid-course review of the curriculum resources utilized by candidates. Resources and coursework are adjusted to better meet the needs of our candidates and the schools they serve. Survey data helps to identify the preparedness of our candidates and helps us to evaluate our procedures and program.

North Carolina Teachers of Tomorrow's IT structure and database allows us to continue to track candidate's progress from start to finish, including testing data, and is reviewed daily with department directors and managers. Each department meets internally and together on a daily, weekly, and monthly basis to evaluate and review data, program progress, strengths, and areas for improvement. Our board of directors and advisory board provide input and strategic direction for the organization. The advisory board utilizes data from the state and internal sources to provide guidance and advice on current trends, program accountability, critical shortage areas, recommended changes, and strategies for improvement.

Explain how your program identifies needs in the various areas it serves.

North Carolina Teachers engages in year-round admissions and training of its teacher candidates in an effort to supply qualified educators to meet the ongoing needs of students in North Carolina classrooms. Collaborating with school districts and the state, we will invest the necessary resources to develop the methods and systems to continuously improve program communication, implementation, and data collection and assessment.

North Carolina Teachers of Tomorrow actively recruits teachers to match the diversity of the student population in the state. We recruit in identified critical shortage areas, and recruit teacher candidates that match the current student population. To develop a deep understanding of the critical shortage areas, we ask our district partners to provide information relevant to vacant positions. We then supply lists of eligible candidates meeting the district needs. We develop

targeted advertising campaigns toward specific demographics to bring awareness of our program. We hold informational sessions in various areas of the state to actively recruit individuals that match the needs of the local schools, taking into consideration the differing needs of schools in rural areas versus suburban and metropolitan areas.

Teachers of Tomorrow also has a payment structure designed to recruit candidates from diverse backgrounds and industries, regardless of financial circumstance. Candidates pay an initial enrollment fee and are not required to pay any additional funds until they have secured employment. This is purposeful and reflects the culture and mission of our company. We believe that removing financial barriers to candidates ensures a diverse pool of qualified applicants to school districts. Our training model is an asynchronous online program, allowing candidates to continue in their current job while completing training. The online structure and delayed payment schedule allow for a more diverse pool of qualified candidates who otherwise may not be able to afford a career change or invest in a traditional educator preparation program.

The unique business model employed by North Carolina Teachers of Tomorrow ensures a focus on delivering teachers that school districts need. The candidates pay less than 10% of the fees up front and only pay the remaining part of the program cost when they start working as a teacher. If they do not secure a teaching position, the organization does not collect the remaining balance. The assessment of needs has already started for the organization, beginning with the initial research into high needs areas published by the North Carolina Department of Public Instruction as well as continued research of current publications on teacher shortages. The main assessment comes from the North Carolina Teachers of Tomorrow state team. The state team will handle the direct interaction and communication with districts in the state and those in this role are responsible for establishing relationships with all district hiring, HR departments, and other key people to accurately determine the need geographically and by subject. North Carolina Teachers of Tomorrow is a member of the North Carolina Association of School Personnel Administrators and the North Carolina Charter School Association. We aim to efficiently meet with key stakeholders to ensure we fully understand the hiring needs of all school districts.

Teachers of Tomorrow has become very adept at casting a wide net and then narrowing down the applicants to ensure we meet the needs of our districts. We focus heavily on digital marketing to

recruit new teacher candidates and also market in high-needs areas such as Mathematics, Science, Special Education, and Elementary. Once we have a full pipeline of prospective teachers, our Advisor is the person who then determines if a candidate has the potential to fill high needs areas, and we focus intently on making sure they get into and complete the program. We are very honest with applicants that want to teach a low-need subject in an affluent school district that it will not happen. The Advisor is the key to taking our applicant pool and developing those candidates that have the highest potential for filling a critical need.

During the hiring season, we provide lists of eligible candidates to our school districts broken down by subject and readiness. There is no cost to school districts for this service. The school district has the option of reaching out to the candidates they wish to invite to a job fair or wish to interview to hire. “The List” is updated throughout the hiring season to maximize the potential for hiring our candidates. We also run Get Hired webinars for our candidates so that they understand what they must do to get hired by the school district. Since we have rolling admissions, we work with districts and candidates throughout the year to fill late hires and mid-year hired positions that come available. Our success depends on meeting the needs of the North Carolina School Districts. We have to provide the right teacher candidates by subject and location in order to ensure we have a successful operation in the state. Our state team builds the relationship with our school districts to understand the need and our Advisor makes sure we have the teachers to meet that need.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools Bladen County Schools Harnett County Schools Public Schools of Robeson County Rowan-Salisbury School System
Start and End Dates	2018 - Present

Priorities Identified in Collaboration with LEAs/Schools	<p>North Carolina Teachers of Tomorrow has established partnerships with several school districts who are ready to work with out program to increase the supply of teachers next school year and to provide support to new teachers. We are continuously working to partner with additional school systems since we are a new EPP. We will recruit potential candidates to the Teachers of Tomorrow program and support candidates through the educator preparation and licensing process. We will work with the candidates to ensure they complete all required testing and content to receive a Residency license to be qualified to teach in the classroom for these schools. We will provide the necessary field supervision visits by qualified field supervisors and will provide the training necessary for candidates to progress to the next phase of their licensure. North Carolina Teachers of Tomorrow will only collect payment from teacher candidates on initial acceptance into the program and during their first year of teaching in the classroom. LEAs/Schools can provide input to Teachers of Tomorrow on current staffing shortages and anticipated needs for each school year. The school can provide opportunities for field based experiences for Teachers of Tomorrow candidates and will allow Teachers of Tomorrow to provide field supervision to the candidates they employ as well as encourage principals and mentors to work with our field supervisors as a collaborative effort to ensure the best possible outcomes for teacher candidates. LEAs/Schools can review lists of qualified candidates to hire, can refer potential candidates that are a good fit for the program, and has the option of working with North Carolina Teachers of Tomorrow on job fairs that might create even greater opportunities to build the teacher pipeline</p>
Number of Participants	Participants vary by LEAs/Schools
Activities and/or Programs Implemented to Address the Priorities	Programs and Activities may vary.
Summary of the Outcome of the Activities and/or Programs	Outcomes may vary by LEAs/Schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>Wake County Guilford County Schools Piedmont Classical High School Gaston County Schools Union County Public Schools Winston Salem/Forsyth County Schools Cabarrus County Schools</p>
Start and End Dates	June 17 - 21, 2019

Priorities Identified in Collaboration with LEAs/Schools	North Carolina Teachers of Tomorrow met with LEAs/Schools to establish better relationships and to discuss overall program details, components, and services we provide. Since Teachers of Tomorrow recently received approval as an EPP in late 2018, we wanted to discuss an overview of the program, the main components for candidates to be eligible for hire within the LEA/school, the Form RL, the training and field experiences that our candidates go through during the program and year of teaching, and various services that we offer to LEAs/schools. In order to better serve the needs of these schools and districts, we described the services we offer such as candidate lists broken down by subject and readiness, job fair postings, email blasts about job vacancies to our candidates, webinars, marketing strategies, district referrals, etc.
Number of Participants	Participants vary by LEAs/Schools
Activities and/or Programs Implemented to Address the Priorities	Programs and Activities may vary.
Summary of the Outcome of the Activities and/or Programs	Outcomes vary by LEA/Schools

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	569
Female	1524
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	
Multi-Racial	
Student does not wish to provide	2093

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure- Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure- Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1
	Multi-Racial		Multi-Racial	
	Not Provided	61	Not Provided	193
	Total	63	Total	195

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary						
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total						

* New program. No completers yet.

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Teachers of Tomorrow	N/A		
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
N/A	

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A

MEAN ACT-English	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.29
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation: Teachers of Tomorrow did not have completers in 2018-2019.						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
	13	

J. Field Supervisors to Students Ratio (include both internships and residencies)

N/A

No candidates completing an internship or residency in 2018-2019.

K. Teacher Effectiveness

New program. No data available.